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ABSTRACT

GRADES OR AGES: Grade 2. SUBJECT MATTER: Social studies; families around the world. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit and suggestions for initiating and incorporating the unit in the K-12 social studies program. The main text is presented in four columns: content, teacher contribution and direction, student learning activities, and resources. Additional material includes a short section on evaluation, a bibliography, sample letters to parents, and a pilot study from Roosevelt Elementary School, Aberdeen. The only foreign country considered in the unit is Mexico. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are included in the introductory material. Student activities are given in the main text. INSTRUCTIONAL MATERIALS: The bibliography includes books, filmstrips, tapes, and records. STUDENT ASSESSMENT: Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054099

State Social Studies Development Program

Unit II

Families Around the World
(People and Places Make Neighborhoods)

2nd Year

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SP007271

Unit II Living in the Neighborhood

Consideration of Others

OVERVIEW OF THE UNIT

The child identifies himself, through comparisons and contrasts, with other people near and far. Individuals are dependent upon others for wants and needs.

A knowledge of the past is useful in meeting the problems of the present. People are related to other places which supply it or receive from it goods or services.

In developing this unit Mexico was chosen because of geographical locations, contrasts in living conditions and income and the Olympic Games in Mexico City. The length of time required for developing this unit is about four or five weeks depending upon the interest shown by the pupils and extent to materials available.

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines,K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or post-holing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

In helping ten-year-old children develop their first formal concept of revolution, for example, search for many examples of a sudden, radical change--in growth of the body, in families, in transportation, in communities, in science. Encourage them to gather information. Organize your strategy for accomplishing your goal of applying the concept to the American Revolution. This is slow moving if contrasted with following the pages of a textbook. But building a conceptual framework is economy in learning. By postholing true understanding the principles learned result in a transfer and applicability to new learning.

Steps for moving from Social Studies Guidelines, K-12 to daily procedures in the classroom:

Step I, Select several appropriate basic concepts from the six social sciences

HISTORY

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations, and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by winds of change.

2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.

3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.

6. Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage.

ANTHROPOLOGY

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.

2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting materials and products.

SOCIOLOGY

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differntiated by its structures.

2. Man is flexible, becoming creature. Through the socialization process, he can learn approved ways of behavior in a variety of societies.

POLITICAL SCIENCE

1. Governments are established by men. In some situations people delegate authority to government; in others, authority is imposed.

ECONOMICS

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

GEOGRAPHY

2. Maps represent different ways of viewing the earth. There are many kinds, sizes, and forms of maps that are useful to specific people and groups of citizens in general.

Step II Translate the broad concepts into specific ones by using the content

1. Change is going on all the time in a neighborhood.
2. Changes have taken place in our homes.
3. The people in different neighborhoods are more alike than different.
4. People live in families all over the world.
5. Basic knowledge and comparisons may be found in specific neighborhoods.
6. Schools provide an opportunity for people to improve and promote individual and group welfare.
7. Families may consist of parents and children, grandparents, father and children, or mother and children; there are many kinds of family groups.
8. Neighborhoods change all the time--looks, people, size.
9. Our form of government is different compared with many foreign countries.
10. Our neighborhood goverment helps to keep us safe.
11. The land in our neighborhood is used for different purposes.
12. A neighborhood occupies space on the earth.

Step III Channel out of the concepts the general objectives that provide direction for teaching the unit.

To help children recognize, understand and appreciate the people and work that contribute to community living.

To help children understand that in a big city there are many personal and community problems which residents of all ages must continually strive personally and publicly to solve.

To bring out the Spanish heritage of the Mexican people through our observance of Columbus Day.

A. With audio-visual material, books, discussion, encourage children:

1. To understand that people have the same basic needs regardless of location.
2. To discuss the similarities and differences of the families.
3. To discuss the differences in dress, food, and recreation.
4. To compare the basic language spoken.
5. To learn the important imports we get from Mexico.
6. To learn that people everywhere must work together..

SKILLS

A. To find information to help solve problems.

1. Reading and studying independently.
   Organizing information.
   Comparing different viewpoints.

2. Utilization of resources
   Textbooks, library resources, audio-visual materials, maps, globes, charts, overhead projector, films, stories, playrole. Correlate T.V. when possible - Olympic games in Mexico. Flags--how are they alike?

B. The child will need to know:

1. Map and globe skills such as:
   (a) locating places
   (b) directions

2. The importance of:
   (a) Listening and following directions
   (b) Working well individually or in groups
   (c) Vocabulary-essay Spanish words
   (d) Simple library skills
   (e) Drawing conclusions from material

STEP IV

Refine general objectives into specific objectives for daily accomplishments:

1. Discover similarities and differences in South Dakota, Alaska, and Mexico
2. The "gap" between classes of people - rich and poor
3. Compare and contrast transportation in Alaska, South Dakota, and Mexico
4. To use map symbols and globe skills
5. To stress heritage and be proud of it.

Performance Criteria

1. Children will bring pictures or news items about homes, industries, schools, means of transportation. Point out likenesses and differences between South Dakota, Alaska, and Mexico.
2. Children are to plan one activity or product. This can be in the form of a poster, booklet, song or dramatization. This can be an Indian dance.
3. Children are to be able to point out directions in the room, the neighborhood and on a simple world map be able to locate Mexico and where we live.
4. Children are to learn to operate and independently use the film strip viewer, the tape recorder, and the overhead to get information.
5. Memorize Spanish songs, counting in Spanish to 20, give greetings and farewells in Spanish and names for four common farm animals.
6. On a neighborhood walk children are to distinguish between natural or man-made features.
7. Each child is to contribute to a mural of farm, suburban, industrial, business, or neighborhood area after discussion of each. Committees may choose to make a Mexican mural.

8. Field area trip to undeveloped shopping center to observe workmen and the problems they solve or to some other local area.

Suggested ways to initiate the unit.

Idea 1

Send a letter to the parent asking them to check reason for living in their neighborhood. Invite them to speak on their travels to foreign countries, show slides, and show articles from this country. (Do this prior to teaching unit)

Idea 2

Take a neighborhood walk to look for natural and man-made resources. Make a list of these resources. bring back examples, (leaves, twigs, etc.) Write a story about what they saw and make a picture.

Idea 3

Mount on a bulletin board a large (3' X 5') map of the United States with the caption "Where do you live?" With the use of world, state, county and city maps find where the children live. Mount sentences, written by children, with the different names for where they live. Example: We live in the United States. We live in North America. We live in South Dakota, etc.

Idea 4

Place a blank piece of paper (cover bulletin board) to promote curiosity --What is it for? What will we put on it? Answer--I will show you where you live. Have children draw map of United States or with the use of the Overhead Projector enlarge a map to put on paper.

Idea 5

Put a large X on the floor. This will lead to a discussion of the location of their homes, community, state and countries. (Mexico)

Idea 6

Draw maps of the community to use when walking to visit the bank, bakery, art gallery, home, or library. This will help to posthole their own community.

Idea 7

Introduce the Mexican neighborhood by greeting the children with good morning in Spanish--"Buenos Dias". Use this in the discussion with an article from Mexico labeled Made in Mexico.

Idea 8

The song MI CHACRA can be used each day as a signal to get ready for social studies. At first use the tune and when the study of Mexico begins, add the verses day by day with the transparencies. This song can also be used as a signal at the end of the period to get into a circle on the floor to talk about what was found out during the day.

Idea 9

Bring out our timely holiday--Columbus Day with the discussion of an important day coming this week. They guess Columbus Day. With the use of information known, go on to bring out that he was sent by the Spanish which ties him to our Mexican people and their Spanish and Italian heritage.

Content	Teacher Contribution and Direction
	Previous to the initiation of the unit send a note to each parent explaining the area of study. Ask for cooperation in their resources - for speaking to the group, for artifacts, for experiences of children that have special meaning for the unit.
	Plan a neighborhood walk to observe homes, stores, business places, construction work--
	Hold discussion time after the walk is completed. Encourage spontaneity while adhering to rules of a. taking turns b. not interrupting c. talking to the children, not the teacher
	List on the board some of the children's observations that are to be used as future references. Praise children for being observing. Summarize the walking tour.
I. Where do we live? A. Relation to the world B. Relation to the state C. Relation to other communities	Provide a variety of simple maps and globes and practices for locating "home". Improvise games to encourage each child to contribute.

Student Learning Activities	Resources
	(See Bibliography)

Introduction

Children discuss with their walking partners what they see. Each child is responsible to tell about new things he observed and changes taking place.

Review with children discussion rules the class has agreed to follow.

Relate observations directly to others in the class, not just talk to the teacher.

State directions in the classroom. Review directions used while taking the neighborhood walk. Tell which directions you walk while coming and going to school.

Point out directions in the state:

Our family has to drive west to go to the Black Hills.

Our family goes south when we go to Shadehill Dam.

We drive west from Milbank to Aberdeen.

When we go to Sioux Falls, we drive east then south.

Point out directions in the world:

Our state is north of Mexico. Mexico is south of us.

The Pacific Ocean is west of us

Content	Teacher contribution and direction
II. Residential areas A. Families B. Nationalities C. Traditions and customs	Make skeleton map of neighborhood. Use wrapping paper on the floor to orient children to directions. North on the map corresponds to the direction. Arrange bulletin board with pictures of families (use a variety of family compositions so each child's family is accepted) and homes. Begin discussion of My Family --Who lives together in <u>your</u> family? Encourage spontaneous discussion without having the children make evaluative statements. __If your family has not always lived in_____, where have they lived before? Direct discussion to varied nationalities and list on board for own later references. Broaden concept of <u>world</u> by locating countries. Arrange a poster of a family gathering- a birthday dinner, an outing, a camping vacation. Direct the discussion toward customs and tradtitions in the family. Watch for irrelevant statements and help children follow directions. Ask children to illustrate one of their favorite family customs and provide for oral experiences. Which customs have your families had for a long time? (Try to ascertain European customs that are maintained in the family.) "Now that each of us has seen what our neighbors do for holidays and special celebrations, let us look at some other neighbors that belong to all of us. Who are the neighbors to the north of our country? To the south?

Student Learning Activities	Resources

Draw my house on a map of the community which shows principal buildings, railroads or highways, or airstrip, or what is of purpose to locate.

Tell directions to and from school and other points visited by children--church, the store, a park--

Name members of family with explanations of older brother, oldest brother (sister).

Tell what your family members like to do:

1. Daddy plays golf every Saturday.

2. My dad is so tired every night he just sits and watches TV.

3. Mother likes to knit.

4. My big brother is in Viet Nam.

5. My oldest sister works at the Farmer's Elevator...

1. Mother lived in Nebraska before she was married.

2. My dad lived in Minneapolis.

3. My grandpa came from North Dakota.

4. Well, a long time ago my great grandma came from Italy and--that's all the way across the ocean.

Ask children to find places where families have previously lived.

5. "I'll find out, but I kinda think Grandpa Ellis came from Germany.

Children tell how they celebrate birthdays in the family.

1. We sing the birthday song at the supper table

2. Mother hides the gift and I have to find it. She says, "You're getting warm" or "You're getting colder." It took me a long time to find my new ring.
3. My new bike was in the kitchen when I got up.
4. On Christmas we---

Content	Teacher Contribution and Direction
III. Mexico - location A. Compare with South Dakota 1. Size 2. Location 3. General Shape	Quiz children concerning their knowledge about Mexico. Use bulletin board for pictures of Mexico. Use also whatever realia you wish to expose to create interest--masks, colorful clothes...
B. Compare with Alaska 1. Climate a. Temperature b. Rain (snow) c.Seasons 2. People a. Customs and tradtions b. Families c. Language d. Cultural life	Work out with children some questions to be answered and a major problem Post these in the room. Help children from study groups or committees or match single students with their areas of interest to share with the class. Confer with music and physical education teachers (in larger systems) to plan for songs and dances.

Student Learning Activities	Resources

5. On Easter Sunday we--

6. When someone is sick--

7. When we get a new baby--

Drawing activity. After the drawings are completed, each child will explain the family tradition.

1. My family bakes Norwegian cookies for Christmas.

2. We have all the aunts and uncles at baptism.

Study and work times to <u>alternate with discussion and activities</u> for major portion of unit

MAJOR PROBLEM

Why are our Mexican neighbors differnt from people in South Dakota and Alaska?

Questions the teams or groups or individuals will try to answer:

1. In what ways are the people in South Dakota, Alaska, Mexico alike? Can you think of reasons?
2. In what ways are the people in South Dakota, Alaska, Mexico different? Can you think of reasons?
3. Describe a January week of weather in Alaska.
4. Describe a January week of weather in Mexico.
5. What are favorite foods of people in Alaska, South Dakota, Mexico? (I wonder why--)
6. What do Mexican children do to celebrate their holidays? Why are their holidays different from ours--e.g., do the people in Mexico celebrate Thanksgiving in November?

Uses of multi-media distributed in the room as work centers or resource centers or reading tables.
(See Bibliography)

1. Film strips
2. Textbooks
3. Reference books
4. Library books
5. Flat pictures
6. Magazines
7. Overhead transparencies
8. Maps
9. Realia

Content	Teacher Contribution and Direction
	Plan the schedule to allow time for children to prepare information to share after study and work: 1. Murals 2. Interviews with community resource people who have been in Mexico. 3. Reporting on related story books or the reading of poems. 4. Teaching to other children some of the language a. counting b. "please", "thank you", "good bye", "good morning" c. other 5. Informational reports a. Farming in Mexico b. Holidays in Mexico c. Public protection Policemen Firemen d. Animals of Mexico 6. Posters of Mexico 7. Booklets of Mexico 8. Making of a product a. Serapes b. The Mexican flag c. Maracas d. Food 1) Tamales 2) Enchiladas 3) Tostados 9. Preparing an exhibit a. Pottery b. Sombreros c. Coins d. Jewelry or planning some activity with students taking the initiative. Suggest guests--another classroom or parents.

Student Learning Activities	Resources

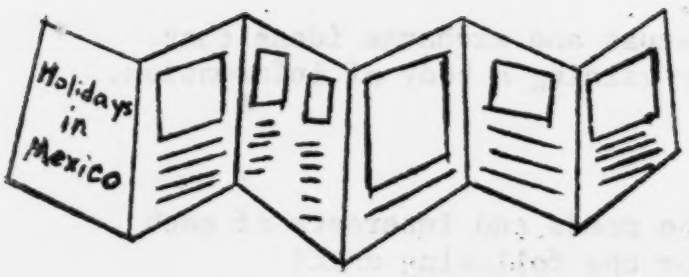
1. Work days on murals.
   Mexican landscapes with agricultural pursuits.
   Mexican village life
   Mexican city life

2. Reports on interviews.
   If tapes have been used, the chairman of the group plays it for the class and the committee members discuss the content.

3. Storytelling time.
   Poetry reading

4. Mexican language practice sessions with daily applications suggested.

5. Reports.
   a. Pictorial summary and talk about farming in Mexico - holidays...
   b. Prepare an accordion fold report.



6. and 7. Discuss poster and booklet possibilities.
   Choose an idea, plan the poster, have class offer suggestions, and make the poster.

8. Work sessions to create products representative of Mexican culture.

9. Plan a finale--a total exhibit of Mexican culture or a Mexican party or program.

10. Learn songs and dances throughout the unit.

EVALUATION

I. Student self-evaluation
   A. Can each child use his facts and new knowledge to talk about likenesses and differences between Mexico and South Dakota?
   B. Can each child name directions in the room, on the wall maps, on the globe, and outside the classroom?
   C. Can each student complete sentences such as "Life on a Mexican farm is different from ours <u>because</u> _____."
   "Mexican holidays are different <u>because</u> _____."
   "We are like Mexican children <u>because we</u> _____."

II. Teacher evaluation of students
   A. Listen to students' language and expression of ideas
      1. In small groups in the classroom.
      2. At the resource centers and work tables in the classroom.
      3. On the playground.
      4. When they appear for a personal conference.
   B. Observe the application of principles, e.g., cooperation in producing a product.
   C. Check ability to use more than one source of information.
   D. To what extent does each child use his new vocabulary (excluding the Spanish words).
   E. Give objective tests of facts to help fix the details that should have permanent learning. Use game techniques.
   F. Provide opportunities for children to discuss and exchange ideas that come from organizing clusters of facts or gaining a body of information.

III. Teacher self-evaluation
   A. Did I provide enough resources to meet the needs and interests of each child? How can I improve in this area for the following unit?
   B. How can I arrange the pacing and sequence of learning activities for more efficient learning?
   C. Am I allowing enough talking by the students to direct them toward generalizations and reasoning?
   D. As a result of planning, teaching, and evaluating this unit, have I grown professionally?
   E. Am I allowing enough time to give me a rich scholastic background for the next unit? How much information do I really have?

TEXTBOOKS

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24. _____, Your Neighborhood and the World, Ginn

25. _____, Your Towns and Cities

26. _____, Our Wonderful World, Grolier Inc., New York, 1968, 1967, 1966,

BOOKS FOR CHILDREN

1. Bannon, Manuela's Birthday, Albert Whitman and Co. Eau Claire, Wis. 1939

2. Carpenter, Allen, Enchantment of America, South Dakota, Children's Press Chicago, 1966

3. Dagliesh, Columbus Story, Charles Schribner's and Sons

4. Darbuis, Dominique, Tache; Boy of Mexico

5. Dreany, J., Children of the World

6. Epstein, The First Book of Mexico

7. Fern, Eugene; Pepito's Story, Ariel Books, New York 1960

8. Graham, Little Don Pedro

9. Geis, Darlene; Let's Travel in Mexico, Children's Press Inc., Chicago 1965

10. Humason, Millicent: The Secret Staircase, Lee (A Mexican mystery)

11. Kern, Two Pesos For Cotalina

12. Palozzo, Tony, Bianco and the New World, The Viking Press, Inc., N.Y. 1957

13. Schloot, Warren Jr., Conchita and Juan

14. Unwin, Nora S., Poquito, The Little Mexican Duck. David McKay Co., New York 1959

15. Waldman, Guido, The Voyage of Christopher Columbus, Golden Press, New York 1964

16. _____, Lets Travel in Mexico, Travel Press

17 _____, United States Committee for UNICEF

18. _____, Hi Neighbor, United Nations, New York, Hastings House 1960

BOOKS FOR CHILDREN (Continued)

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20. _____, Let' Read About Alaska--The Fideler Co.

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FILMSTRIPS

SVE

Farmers of Mexico
City People
New Neighbors and a New Town
Lands and People
Story of Christopher Columbus--Color or for Primary
Homes Around the World--McGraw Hill
Why Communities Trade Goods--Churchill Teaching Aids
One Day on the Farm--Coronet

YOUNG AMERICA FILMS

Families
How They Shop
How They Get Around
How They Play
How They Bathe
How They Study

About twelve families in twelve countries. These are old films but they have much value in comparison.

EYE GATE HOUSE

Columbus and the Discovery of America-B. & W.-- Information or--Teacher must use with children--October 12 they first saw land.
Pedro and Maria of Mexico--Primary
Mexico (Countries of the West Hemisphere)
Kuualia Girl of Hawaii--Color--Family of Kuillia what they were, play, weave baskets. (Primary)

POPULAR SCIENCE

Explorers

Our Fellow Citizens - the Hawaiians

Home Life In Colonial Times

FILM STRIP OF THE MONTH CLUB

Children of Canada

ENCYCLOPEDIA BRITANNICA

Eskimo Family-Color-Moseesee, a Eskimo boy eating raw meat

Three Farmers of Mexico-Color--Some O.K., don't know if I'd use again or not--compares three farmers.

The People of Mexico--All artist's conception--No Good

Family of Mexico--Primary--Color--Pablo wanted new black shoes--Father sold sombreros to buy shoes.

Mexican Children

The Land of Mexico--Color--Land like crumpled paper--too advanced.

Eskimo Children--(B. &.W.) Primary o.k. easy captions, shows children, family, clothes and food.

Father Works for the Family

Mother Cares for the Family

All Kinds of Houses--Children's World Series

Shelter

Sharing With Neighbors

The Food Store

POETRY

City Child - Lois Lenski

TAPES

Sound of a City

Children of Other Lands

Teacher-made tapes---taped the captions of filmstrips so children could view the filmstrips independently.

RECORDS

Our Working World Series S.R.A.
1. What is a Neighborhood
2. Small Town Neighborhoods
3. Big City Neighborhoods

Silver Burdett
Book 5 Pinata
Book 6 Chiapanecas

SONGS

Allyn and Bacon--This is Music
Grade 2
The Circle of San Miguel
The Counting Song

Mi Chacra Instructor Magazine October 1968 Page 146 (Use transparencies with this.)

Buenos Dias

OTHERS

Discussion Pictures for Beginning Social Studies--Harper and Row

SCOTT Foresman (pictures of the family--bringing the new baby home, etc.)

Dear_____:

We are doing a pilot study in Social Studies in our Second Grade Room on the unit "Looking at the Neighborhood". We need your help. Will you please tell my class three reasons why my family chose to live in this neighborhood? Please check the three most important reason on this list.

_____good schools _____good stores

_____good housing _____cleanliness

_____convenience to work _____nice yards

_____Friendly neighbors

_____housing we can afford

_____other reasons (specify)_____

_____

Thank you,

(child's name)

Mrs. (teacher's name) would like to know if you have traveled in any foreign countries. If you have, we would like to invite you to be our guest at school and tell our class about your travels, as we are interested in learning about Nieghborhoods in other countries.

Dear Parents:

Beginning this school term, my room has been chosen as a Social Studies Pilot room by the state. This is a real honor and I am grateful for the opportunity to set the pace for the second grade throughout the state.

However, I feel the parents should have a part in this project. May I call upon you to assist in whatever way you wish?

Please answer the questionnaire and return as soon as possible.

Our door is always open; please come and observe. Suggestions are always welcome. Social Studies time is:_____

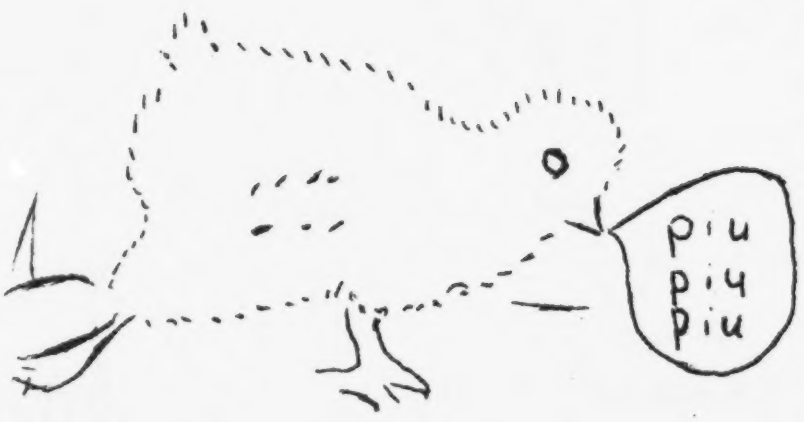
_____
Mrs. Edith Kruger

Name_____

Where have you been?_____

What do you have_____

When can you come?_____



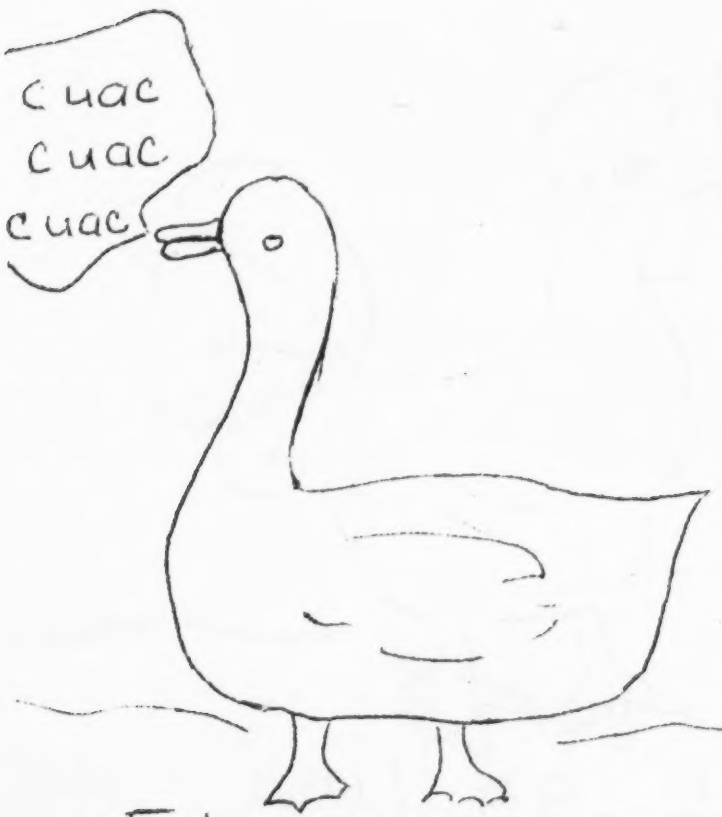
El pollito

El gallina

El pa-tito

El guajalote

27



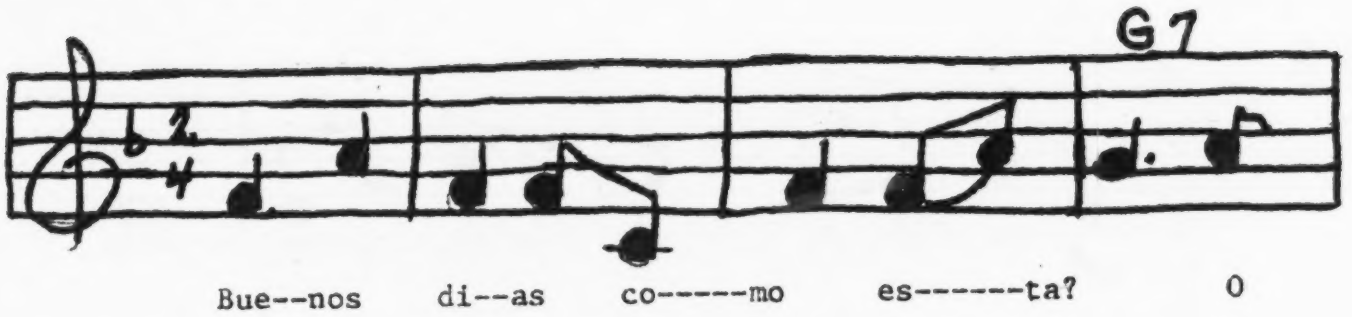
El ganso

El burrito

El perrito

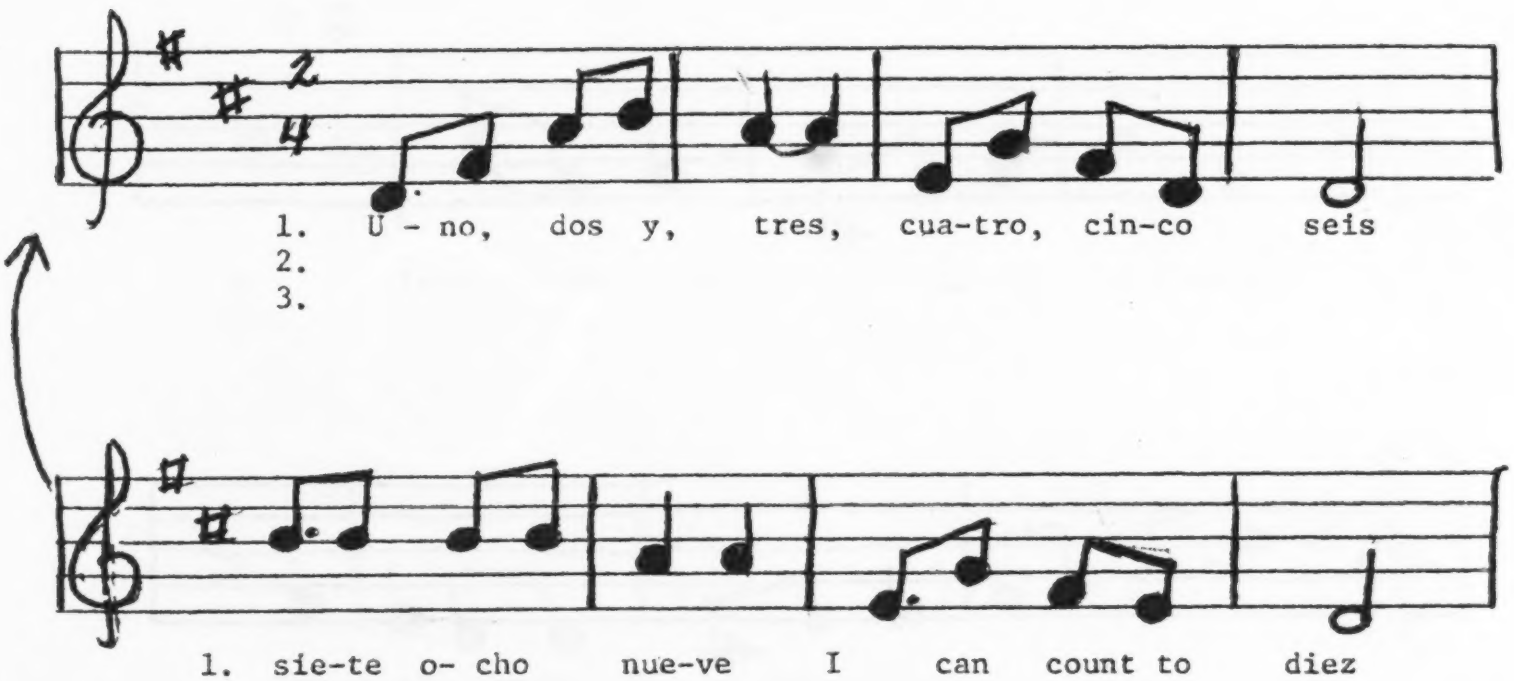
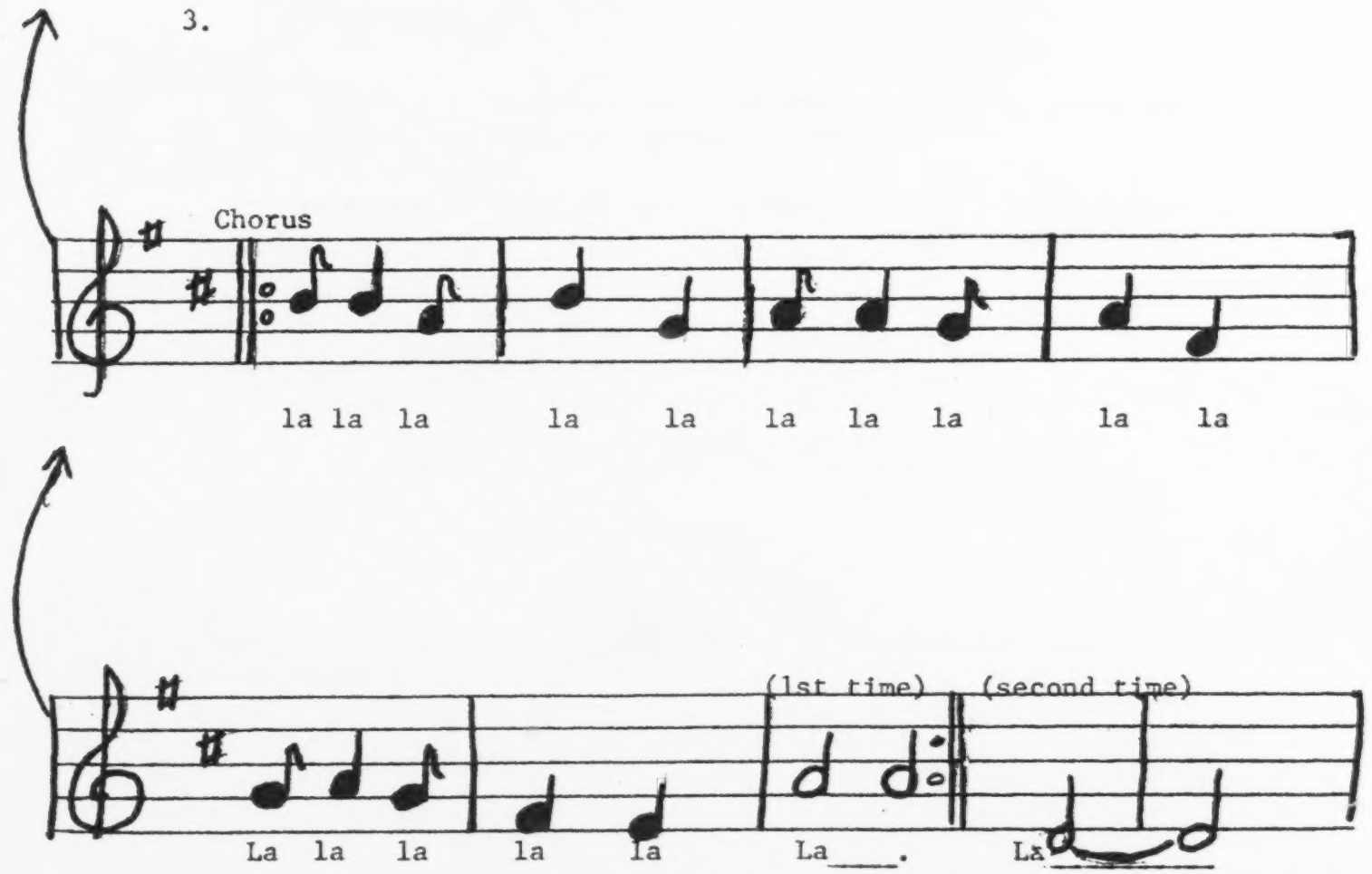
These drawings may be enlarged and put on transparencies with a water color marker (use colors) --- the children can operate the overhead projector as the song Mi Chacra is sung by the class.

Spanish folk song

Buenos Dias

(the words mean: Good Morning, How are you?
Very well, thanks, and how are you?

Buenos tardes (Good afternoon) can be used in place of
Buenos dias)

COUNTING SONG

MEXICO

2. Adios, amigo, adios, my friend
Hasta, la vista, till we meet again.
La - la - la

3. Tengo un sombrero, I have a little hat
Tengo un serape, what do you think of that?
La - la - la

ADDENDA

Pilot Study of Social Studies -- 2nd Grade

Date, September 18, 1968, Wednesday
Subject, Looking at the Neighborhood

Prior to this date the family was discussed--what they did, size, address, and we made a bulletin board of their families under a roof. We found out what their parents did and found out that the greatest numbers were cooks and mechanics.

September 18, 1968

Introduced unit with the aid of a bulletin board with a huge corrugated map of the United States, along with South Dakota and Brown County. With the use of these maps and two globes we discussed the caption of the bulletin board "Where do we live?" Then we summed up things we had discussed previously about our families and we decided we would be talking not only about our family but about other families in the world. I had them listen to a Spanish song which I told them that we would use as a signal for all of us to get together at the end of each Social Studies period for a sharing time of what we had found out.

(A few days before this, I began to teach the children in my class how to use various audio-visual machines. Tape Recorder, Film Strip Machine, Overhead)

September 19, 1968

They prepared for Social Studies when they heard our song. We discussed where they lived by having them use sentences such as "I live in the United States, I live in South Dakota, I live on 4th Street, etc." using other names for where we live and showing this place on any room map or globe. We discussed the Eskimo Family that they had learned about in First Grade and then we divided into groups of 8-10 with one group viewing a filmstrip with the caption on a recorder about the Eskimo Family. The second group viewed a film about Twelve Families from Different Countries while I read the captions and helped with discussion. The third group began on a Family Booklet; they decided what the contents would be and proceeded more or less on their own. With five minutes left we heard our signal and formed in a large circle on the floor and discussed what our group had done today and had a very enlightening discussion. (We should have taken more time for this).

September 20, 1968

They prepared for Social Studies when they hear our Spanish tune.

We asked, "Where do you live?" We put flags on our county maps to represent where our country children live.

We divided into three groups the same as yesterday. Group I saw ESKIMO FAMILY, Group II saw FAMILIES, Group III worked on booklets. I suggested some may come and see second film and only two volunteered. They were so busy on their Family Booklets.

We gathered in our circle, and shared booklets and information from our films.

September 23, 1968

The children made cards: We live in South Dakota. We live in Aberdeen. We live in Brown County. We live in Roosevelt neighborhood. We live in the United States.

INTRODUCTION: We placed the cards on the large United States and South Dakota bulletin board after the children gave us sentences on where they lived.

We broke into groups continuing the activities of Friday but with one group seeing THE FAMILY OF MEXICO. I tried two using tapes and films. This was a bit noisy. I wasn't too happy; it is better with one tape and teacher or child on the other film. The group seeing Mexico will show the film to the rest of the class tomorrow.

We gathered in our sharing group, and afterwards I met with the group planning to show the film.

September 24, 1968

I located where Jeff lived on the Brown County map. (He had been absent for several days).

I held up a small child's chair, I had someone look on the back and see that it said, Made in Mexico in Spanish. We talked about it and decided that Mexicans need chairs as we do but they may be made differently.

We are going to study Mexico and how it and its people (families, neighborhoods) are the same and different from us in Aberdeen, South Dakota, United States.

We gathered for sharing time for about five minutes. Two visitors.

September 25, 1968

Lesson introduced with use of chorus of Mi Chacra (My Little Farm) the children sang the chorus. Then I asked "How many noticed how I greeted you this morning?" I had greeted them with Buenas Dias (Good Morning). We discussed this and that we would greet each other each morning Spanish. I told them a chair was (sevyan) (My phonetic spelling) and it came from Meh i co.

I asked What Would You Like to Know About Mexico? We listed:1-6 on the overhead projector.

Now we'll find out the answers to these questions. They suggested films, books, and articles.

I divided them "uno-dos-tres" into three groups. They went to the tables with 25 books on them to see what they could find and were to use book markers to mark the place.

We gathered in a circle for five minutes of sharing what they had found.

September 30, 1968

Mi Chacra (The Counting Song) was brought ot our class by Miss Hink, (Student Teacher)

I read Manuela's Birthday, telling about a little Mexican girl who was having her fifth birthday. She had been to Mexico City and had seen an American doll with yellow hair and blue eyes. Some American artists were painting in her village. They made her a beautiful American doll, presented it to her and painted a birthday picture. We discussed what we do on our birthdays, celebrate, get gifts, decorate, have cake. Manuela got eye glasses and a burro, her gate was decorated, and she gave her friends small cakes. So much the same as we do.

October 1, 1968

We were fortunate to have an enthusiastic music supervisor who found a Mexican song Chiapanecas, which the sixth grades sang for us. They did this in the gym where we went to hear them and with the use of the guiro, claves, maracas, and bongo drums. We also sang our Mi Chacra for them with the use of our transparencies with a second grader operating the projector. We also sang our Counting Song.

October 2, 1968

Sang Mi Chacra

Children brought pans, napkins, toothpicks, can opener, and spoons.

We opened cans of tamales, beef enchiladas, and garbanzos and put them in pans. in the oven at one o'clock.

At noon Kristie and Carol helped me make tostados. We took a tortilla and spread refried beans on it, a little bit of cheese. These were set aside.

These two girls demonstrated how to make tostados for the class. We used two electric fry pans and while waiting we sang the new verses to Mi Chacra using the new transparencies for the turkey gobbler, guagalute. When we plugged in the overhead we blew a fuse--discussed some poor Mexican homes, don't have electricity.

We served the food at tables so each had a taste and ½ tostado. We were glad we had saved our milk to put out the fire in the Mexican food. For dessert we had bizcochitos. This tasted like cinnamon pie crust. The kids

liked it.

Our principal and elementary co-ordinator came to taste our Mexican food.

We had a detail to wash and dry our dishes.

Three visitors.

October 3, 1968

Sang Mi Chacra with the introduction of a new transparency for the ganso (goose) that goes "cuac". Also sang our counting song.

The student teacher and I each donned Mexican jackets and we discussed the senor taking siesta, the senora carrying the baby, the cactus, burrito, etc. Our visitor sent a rough grass purse which had come from Mexico.

We looked at castanets, guiro, claves, and maracas. We discussed their uses and decided we could make maracas even though most are made from gourds. We would make ours from light bulbs. We numbered "uno,dos" in pairs and passed to the table prepared with paper, bulbs and wheat paste. They worked on covering the bulbs with paper mache. We quit to let them partially dry before we finish them tomorrow.

Two visitors.

October 4, 1968

At our usual Social Studies period we went to the Pageant Day Parade. When we returned we set up our groups at tables and they proceeded to put at least four layers newspaper on and layer of paper towels on their maracas and laid them out to dry for the week end.

October 7, 1968

Used song to begin as has been the way we have begun each day.

Used this time to finish Manuela's Birthday. We discussed how children here also have a birthday picture taken.

I showed them the centavo from Mexico and each child got to examine it.

We began our discussion of the important day that was coming at the end of this week. I gave them hints and they guessed that it will be Columbus Day on the 12th. They filled in with information that they had learned in the first grade. One of them mentioned that he was sent by Spain which fit into our discussion so we could tie it in with our Mexican people and where they came from and their Spanish heritage. We ended our discussion with a song which I read the words.

We also worked on a song titled Burro Mine.

Prior to Unit

Our music supervisor brought in Latin American instruments (clanes, guiro, and maracas.) She demonstrated their use and wrote their names on the board. She also mentioned that the sixth grade were learning a Mexican song which they would sing for us in two weeks. The song is Chiapanecas from Silver Burdett's Music Around the World, Book Six.

Submitted by:
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